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ABSTRACT

This report on the educational system of Zambia contains information for university admissions officers and registrars in the United States on the credentials and other documentation that would be minimally required for student entry from Zambia to specified levels of study in the United States. A section of general information describes that nation's location, geography, economics, climate, population and language. A brief historical description describes the periods from 1889 to the present. A section specifically on educational history describes education under pre-colonial, British South Africa Company rule, under colonial office rule, and during the period after 1964 and independence. A section on education in the pre-independence era between 1924 and 1964 details European education in Zambia, African education, and technical and vocational education. The next section lays out the current system including administration, finance, and school year. This section also details pre-school and primary education, secondary education, technical and vocational education, teacher training, and higher education. The description of higher education consists largely of information on Copperbelt University and the University of Zambia (academic disciplines, academic year, admissions requirements, and programs offered and their length). Appendixes contain charts of the educational ladder and the credentials it requires as well as sample documents. (JB)

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Zambia

Zambia

A Country Guide Series Report
From the AACRAO-AID Project

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Zambia

A Country Guide Series Report
From the AACRAO-AID Project

By
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International Education Research Foundation, Inc.
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PREFACE

This report is one of the Country Guide Series developed by the Office of International Education Services (OIES) of the American Association of Collegiate Registrars and Admissions Officers (AACRAO) for the U.S. Agency for International Development (USAID) as part of the AACRAO-AID Project Cooperative Agreement. The purpose of the Country Guide Series is to provide information on educational systems from which USAID-funded students come, but for which little previous information has been available. It is intended that this series of monographs will assist college and university admissions officers and registrars with the admission and placement of students from educational systems with which they may not be familiar in U.S. postsecondary institutions.

Since the mid-1960s, AACRAO members knowledgeable about foreign educational systems have assisted the U.S. Agency for International Development by providing "Credential Analysis Worksheets" for USAID-funded students coming to the United States for degree study. The "Credential Analysis Worksheets" were a thoroughly researched and detailed explanation of the educational system(s) in which the student had studied, as well as a comment on the specific educational credential(s) held by the student. Unless otherwise noted, any grading scales comparing foreign grades with U.S. grades have been suggested by the author and reviewed by the director of OIES, based on their more than 30 years' experience with the AACRAO-AID Project.

Each report in the series contains information on the credentials and other documentation that would be minimally required for entry from the country to specified levels of study in the United States. This data is based on the work of the AACRAO-AID Project and represents the prevailing opinion and considered judgment of the experienced foreign-student admissions officers who have participated in the project.

This report was developed as a result of the author's research on the educational system of the country represented. All credentials referenced in the report appear on the educational ladder in Appendix A, part I. The "credentials required" section, contained as Appendix A, part II, comes from information provided in the AACRAO-AID publication *Foreign Educational Credentials Required for Consideration of Admission to Universities and Colleges in the United States*. Not all the credentials referred to will necessarily be included in this section, as the only credentials included are those reviewed by the AACRAO-AID Project.

The data contained in the Country Guide Series is the latest available. However, as changes occur constantly in the world's educational systems, new programs and documents may exist. The lists of credentials and institutions may not be exhaustive in the case of some countries presented. Included are the most commonly seen records. We hope you find this report and the Country Guide Series a useful resource in the evaluation of foreign educational credentials.

Dale E. Gough,
Director
Office of International Education Services/AACRAO-AID Project

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General Information

Location

The Republic of Zambia is a landlocked nation bordered by Zaire and Tanzania to the north; Malawi and Mozambique to the east; Zimbabwe, Botswana, and Namibia to the south; and Angola to the west. With a population density of less than three people per square mile, Zambia is one of the least dense countries in sub-Saharan Africa.

Geography

Zambia occupies the tropical high plateau in south Central Africa, covering a total area of 289,190 square miles. The Kalahari desert stretches across most of western Zambia, and the Chambeshi and Luapula rivers in the north cover approximately one-quarter of the country's total area.

Economics

Mining forms the basis of the economy, with copper accounting for 96 percent of the total mineral production. There are a large number of traditional farmers throughout Zambia, but, because soil is often infertile, a large share of the country's food needs to be imported. The main crops include maize, groundnuts, sorghum, sunflowers, millet, beans, tobacco, sugar, cotton, fruit, and vegetables.

Despite the tightening of exchange controls and other restrictions, lack of foreign exchange has become a major problem in Zambia because the government didn't maintain adequate foreign exchange reserves when copper prices were high. The policy on trade is the responsibility of the Ministry of Commerce, Industry, and Foreign Trade.

Climate

Zambia has a tropical climate moderated by altitude and rainfall. There are three climate changes during three seasons: cool and dry from May to mid-August, hot and dry from late August to October, and warm and rainy from November to March or April. The annual rainfall is as much as 51 inches per year in the north and 20 to 30 inches in the south. Sunshine and temperatures vary with the rainfall cycle. July, the coldest month, has an average monthly temperature of 60 degrees Fahrenheit in the valleys. October, the hottest

month, has average temperatures ranging from 90 degrees Fahrenheit on the plateau, to more than 100 degrees Fahrenheit in the valleys.

Population

Despite its low population density, Zambia is one of the most urbanized countries in Africa. Approximately 40 percent of the country's 6.76 million people live in urban settings, and, with an estimated increase of 3 percent per year, Zambia has one of the highest population growth rates on the continent.

More than 98 percent of the Zambian population is African (2 percent is of English or Asian descent), and, due to the influence of missionary schools in the late nineteenth century, more than 80 percent of the population is Christian. There are approximately seventy "tribal" cultures. Although no one culture dominates, these ethnic and linguistic divisions have caused problems in politics and in the management and administration of government, commercial, and industrial organizations. Power struggles exist between tribal cultures, as well as between Zambians who speak English, the official language, and those that do not.

Language

The indigenous population includes more than seventy-two languages. English, however, is the official language of Zambia and was adopted by the government as the medium of instruction in 1965, even though a sizable portion of the population does not speak it. There is no common African language in Zambia—at least eleven different major language groups exist with numerous subgroups and localized languages. Within these groups, only seven languages are taught in schools. These official dialects include Bemba, spoken in the Copperbelt, Northern Province, and Luapula; Lozi, spoken in Livingstone and the Western Province; Nyanja, spoken in Lusaka, urban Livingstone, and the Eastern Province; Tonga, spoken in the Southern Province; and Luvale, Kaonde, and Lunda, spoken in the North Western Province.

The multilingualism of Zambia, including the differences in percentages of people who speak each language, the low status accorded to local languages in relation to English, the uneven modernization of the economy, urbanization, and internal migration, has functioned as a major obstacle in education.

History

Company Rule

Prior to gaining independence in 1964, the Republic of Zambia was known as Northern Rhodesia. The European scramble for control in Africa resulted in the British exerting influence over Northern Rhodesia. In 1889 Cecil Rhodes persuaded the British government to grant a charter to a new company he had formed called the British South Africa Company. This charter allowed Rhodes to use the authority of the British government in staking out claims to African territory and making treaties with African rulers that would give his

company powers of administration and mineral rights. By force and negotiation with the Bemba, the Ngoni, and the Lunda, the company extended its influence over a large part of Northern Rhodesia, and in 1891 company rule was also extended to the Barotse Land, ruled by the Lozi, in the far west of the country. In 1911 Zambia was officially united as the Protectorate of Northern Rhodesia, which, until 1924, was controlled by the British South Africa Company, who continued to retain mineral rights until October 1964.

Colonial Office Period

In 1924 Rhodes' company was replaced by British colonial administrators who instituted a legislative council. During the 1920s, vast deposits of copper were discovered, and by 1930 four new mines were developed in the Copperbelt. The Northern Rhodesian government, in order to encourage European immigration, set aside blocks of African land for exclusive European use. Reserve lands that could not be sold were established for African use. However, most of this land was not suitable for cultivation, and overcrowding became a serious problem.

Even though the discovery of copper deposits contributed to Northern Rhodesia's economic development, the British South Africa Company drained the mineral wealth of the country through royalties that were paid to itself. Few facilities were provided for Africans until 1948, when the Northern Rhodesian government passed laws requiring employers to provide or pay for suitable housing for their workers. Housing expenditures for Africans were increased, but few provisions were made for African education, health-care, employment, or retirement.

The Central African Federation was formed in 1953 to join both Northern and Southern Rhodesia with Nyasaland. The African National Congress (ANC) led the opposition against the Federation, which Europeans favored since it protected their position in the territory, and Africans opposed because the union of provinces strengthened European domination. In 1960 the United National Independence Party (UNIP), a more vocal group than the ANC, was formed, and the Federation was dissolved at the end of 1963. In October 1964 the British South Africa Company surrendered mineral rights in the new Republic of Zambia, and independence was declared.

Post-Independence

Independence did not unify Zambia as a nation. There were many native groups that maintained a certain amount of autonomy during colonial rule and opposed any interference in their affairs. Opposition groups were formed, but most were banned and absorbed into the ANC. In December 1972 a new constitution was approved that made Zambia a one-party democracy. With the declared democracy, many members of the ANC agreed to join UNIP.

In recent years, Zambia has suffered instability, and UNIP has had internal differences over national issues, such as the reopening of the Zimbabwe border and extending opportunities for private enterprise. Today, economic problems, caused by the low price of copper and difficulties in transportation, have led to high unemployment, inflation, and supply shortages.

Educational History and Development

Pre-Colonial

Zambia's educational system has evolved through a series of phases since pre-colonial times. Before the arrival of Western colonists, education was predominantly informal and practical. Children learned to function effectively by participating in daily family life, and, depending on the environment and culture of the group, the content of education differed from one tribe to another.

British South Africa Company Rule

Modern education was introduced in Zambia by Christian missionaries in the latter half of the nineteenth century. In 1882 the first mission school was opened, and, although the schools were not supported by the British South Africa Company, the number of mission schools grew until there was at least one in each of the larger towns. The curriculum consisted of catechism, alphabet studies, mathematics, and hygiene.

Colonial Office Period

After the British government took over the administration of the territory in 1924, the Phelps-Stokes Commission, an educational evaluation commission, was appointed to review the educational system. Their report recommended increased grants to mission schools and called for 2.5 percent of the colonial government's annual budget to be set aside for African education. As a result of this increased funding, enrollment increased and teachers received better training. However, most schools only offered a two-year primary education program that was not sufficient to make students literate. While only 2.5 percent of the annual budget was allocated for the education of Africans, substantially more was spent on the education of Europeans to encourage them to settle in the territory.

In 1938 the first school for secondary education, called Munali, was established. However, as a result of colonial authorities giving first priority to white children, the development of secondary schools for African natives was very slow. The response of the white population to the prospect of advanced education for Africans ranged from hostility and suspicion to enthusiasm. By the end of the colonial period in 1964, however, African education had improved considerably because of additional funding, the anticipation of the return of government control to Africans, and the strengthened movement toward independence.

Vocational education for Africans in Zambia was available before 1929 at mission institutions. The government began providing vocational education for Africans in 1929 with the establishment of the Jeanes School and the Agricultural School of Mazabuka. The first training institute, which was controlled by the government, was established in 1930. Prior to this, most primary schools had programs offering vocational courses.

Post-Independence

With independence in 1964, Zambia inherited a system of education that was separately administered to Africans of mixed descent, Europeans, Asians, and Africans. As noted

above, African education had largely been ignored, and higher education had not been developed at all. Zambia faced the serious problem of staffing the nation's government and business enterprises with citizens of its own country. The number of Zambians who completed secondary and university education was small, and a large proportion of foreigners who had occupied key administrative and technical positions left the country after independence. Furthermore, Zambia had limited facilities for preparing personnel. There was no university, and, as a result, the country had to depend on expatriates to fill key positions while Zambians were trained.

Educational development in Zambia has proceeded through a series of development plans. University education began under the first plan—the Emergency Development Plan, which was created in 1964 and resulted in the opening of the University of Zambia in Lusaka in 1966. By 1970 the number of universities in Zambia had increased to seven.

The new government committed itself to free, universal, primary education. Important changes in the structure and content of education, particularly in textbooks and the teaching of practical skills, occurred in the primary and junior secondary grades. Beginning in 1970, laboratories and workshops were introduced at junior secondary schools, and a vocational teachers college was established with the help of the Swedish International Development Agency. Since independence, vocational education has also been expanded. Almost every town in the country has a trade school, and several colleges offer a variety of courses up to Form V (grade 12) to vocational and junior-secondary graduates.

Pre-Independence Educational System (1924-64)

European Education

Education for Europeans was patterned after the system that existed in Southern Rhodesia. In 1924 the European Education Ordinance provided compulsory education to European children between the ages of seven and 15. European children of Northern Rhodesia started school at age five and received primary and secondary training in private, government-aided schools.

Primary

Primary schools were coeducational for boys and girls, and, from 1924 to 1984, the educational systems for Europeans and Africans were separate. The seven-year program (grades one through seven) consisted of infant (two years) and primary (Standards I through V) education. No examination was required at the end of the program.

Secondary

Until 1964, enrollment in secondary schools was nonselective. Courses ran from Forms I though IV or V (grades eight through 11 or 12)—courses for exceptional students were always one extra year in length. Secondary education was used to prepare students for the General Certificate of Education (G.C.E.) Ordinary level ("O" level) examinations. (See

sample document A for a copy of a G.C.E. "O" level school certificate from the University of Cambridge.)

African Education

The African educational system was based on cooperation between government and voluntary agencies, which were usually missionary societies that managed and maintained most of the African schools. To these schools and a number of local authority schools, the government contributed grants-in-aid. In 1925 the Department of Education was created.

Primary

Students started primary education between the ages of six and eight. The program lasted eight years and consisted of lower-primary (sub-Standards A and B [grades one and two]); middle (Standards I through III [grades three through five]); and upper (Standards IV through VI [grades six through eight]). The curriculum consisted of English, mathematics, religion, handwriting, social studies, nature study and gardening, crafts for boys, home economics for girls, art, singing, and physical education. Upon completion of the program, the Primary School Leaving Certificate was awarded.

Secondary (Junior and Senior Courses)

Students were selected for secondary school based on the results of the Standard VI (grade eight) examination. The junior secondary course consisted of Forms I and II (grades nine and ten). The group A curriculum consisted of oral and written English, history, geography, general science, and mathematics. The group B curriculum consisted of civics, art, woodwork, housecraft, Latin, French, needlework, bookkeeping, and African languages (Bemba, Nyanja, Tonga, and Lozi). The final examination was given on a pass/fail basis, and the Northern Rhodesia Junior Certificate was awarded upon passing. (See sample document B for a copy of a Junior Secondary School Leaving Certificate.)

The senior secondary course consisted of Forms III through IV or V (grades 11 through 12 or 13). Entrance into the program required the Junior Secondary School Leaving Certificate, and the curriculum consisted of English language and literature, French/Afrikaans, Latin, geography, history, physics, chemistry, biology, mathematics, technical drawing, and religion. Upon completion of the examinations, the School Certificate and the G.C.E. "O" level Examination Certificate of the Associated Examining Board of London were awarded.

Higher School (Grade 13)

The higher school curriculum consisted of English, French/Afrikaans, geography, history, pure and applied mathematics, mechanics, physics, chemistry, biology, and economics. The Higher School Certificate and the G.C.E. "A" level (Advanced level) Examination Certificate were awarded upon passing the examination.

Technical and Vocational Education

Prior to independence, technical training was provided by trade schools run by local authorities and missions, or by training schools operated by government departments. Entrance generally required the Junior Secondary School Leaving Certificate or completion of the senior secondary course.

Technical training was provided by the multi-racial Copperbelt Technical Foundation, which was established in 1955 by the Northern Rhodesia Chamber of Mines to provide theoretical technical training to apprentices. In 1958 teaching centers opened at Kitwe, Chingola, Luanshya, and Mulfulira. Enrollment required the Primary School Leaving Certificate, and the courses lasted from two to four years. The curriculum consisted of mathematics, physics, trade theories, engineering, drawing, machine and electrical design, heat engines, strength of materials, and commercial subjects. (For an example of a vocational certificate, see sample document C for a copy of a certificate from the Colby School of Agriculture and Veterinary Science.)

Post-Independence Educational System (1964-Present)

Administration

The Ministry of Education and Culture is responsible for secondary schools, colleges, special education, and institutions concerned with technical education and vocational training, including curriculum and syllabi. Educational administration in Zambia is largely centralized. However, it is the Ministry's current aim to pass more responsibility to provincial authorities.

On the local level, Zambia is divided into nine educational regions whose boundaries coincide with those of the provinces. They include (headquarters are noted in parentheses): Lusaka (Lusaka), Southern (Livingstone), Central (Kabwe), Copperbelt (Ndola), Western (Mongu), Northwestern (Solwezi), Luapula (Mansa), Northern (Kasama), and Eastern (Chipata). These regions are divided into districts, with an educational office and a district education office for each. Each region also has its own inspectorate headed by a regional inspector of schools, a chief education officer (CEO), and district education officer (DEO) to cover the districts. In some cases, there is one inspector of secondary schools and a number of general primary inspectors. All inspectors report to the CEOs.

In addition to the Ministry, there are a number of national statutory bodies concerned with education, including the National Council for Technical Education and Vocational Training, the Zambia Examinations Council, and the Educational Broadcasting Council. The National Educational Publishing Company of Zambia publishes all textbooks, and the National Educational Distribution Company handles the distribution of all books. Appointment of teachers is done by the Teaching Services Commission, which is composed of six commissioners that are appointed by the president of the republic for three-year terms.

Finance

Education in Zambia is financed almost entirely by the government. This includes board and lodging for secondary boarding schools and tertiary education. At the primary and secondary levels, however, parents are required to pay for school uniforms, contribute to the school fund, and, at times, provide paper and other supplies.

School Year

The academic year lasts from January to December and consists of three terms: January through April, May through August, and September through December. Teacher-training colleges are also run on a three-term year, but technical and vocational schools run on a four-term year. The university year runs from October through July and is divided into three terms, as well.

Junior Secondary Education (Form III [Grade 10]) Grading Scale

Grades	Percentage of Total Grade	Awards Given
Grade I	(75% and above)	Distinction
Grade II	(60-74%)	Credit
Grade III	(50-59%)	Pass
Grade IV	(40-49%)	Pass

*Source: Junior Secondary School Syllabus, 1980

Pre-Primary Education

There is no formal pre-primary education in Zambia. Nursery schools are run by city and district councils, private voluntary organizations, or individuals. All nursery schools must be registered with the local council, although the council has no control over its programs. As a result, some pre-primary schools are merely day-care centers, while others teach part of the primary curriculum.

Primary Education

Primary education is free and compulsory to all Zambians. The full stage of education lasts seven years, however, in some rural areas there are still schools with only four grades.

Children enroll at age seven. All primary schools are required to follow the Zambian Primary Course (ZPC), which was designed to make the primary curriculum more relevant to Zambian society and, particularly, to establish permanent literacy in a major Zambian language in addition to English. The ZPC is taught through locally developed textbooks and teaching materials, covering English, mathematics, science, social studies, practical subjects, Zambian languages, religion, home economics, music, and physical education. Activity- and investigation-based learning are also included in the program. Since 1965 English has been the medium of instruction, but teachers sometimes use one of the seven most common Zambian languages to explain concepts that are not easily understandable.

Annual school examinations and internal tests are given for evaluation throughout primary courses, however, pupils are not required to repeat grades if they fail. The primary program ends with grade seven when the Primary School Leaving Examination (administered by the Ministry of Education) is taken for certification and to determine which students earn a place in secondary education. Students sit for the exam in November or December of their grade seven year. There is no failure in this examination. Students receive a certificate awarded by the Zambian Examinations Council that shows their grades in each subject. Students must also complete multiple choice papers in English, social studies, science, mathematics, and two languages. In addition, there are two special papers on verbal reasoning and non-verbal reasoning. These are not considered for certification, but are used as a basis for selection to secondary school.

Secondary Education

Secondary education in Zambia is free but not compulsory. The course consists of a junior-secondary cycle (3 years, Forms I to III [grades eight-ten]) and an upper-secondary cycle (two years, Forms IV and V [grades 11 and 12]).

Junior-Secondary Cycle

At the junior-secondary level, the curriculum, consisting of technical drawing, woodwork, metalwork, homecrafts, commerce, and agriculture, emphasizes the development of skills for later employment in industry and commerce . Other subjects studied include English, geography, civics, history, Zambian languages, French, mathematics, science, religion, music, and physical education. Internal evaluation takes place at the end of each year. If a student's performance requires him or her to repeat a grade, he or she is not encouraged to continue with education.

At the end of Form III (grade 10), the Junior Secondary School Leaving Examination (administered by the Ministry of Education) is taken. The results of the test serve as certification for those leaving the course and for the selection of students entering the upper-secondary cycle. It is a subject-based examination, and, in order to obtain a certificate, students are required to pass a minimum of seven subjects that must include English, science, mathematics, and civics. Certificates show grading in each subject and indicate the division attained: I, II, III, IV, or failure. The Junior Secondary School Leaving Certificate is the minimum qualification for entry into a government-training program such

as primary teacher training or secretarial courses, although, in practice, recruitment is generally from Form V (grade 12) graduates.

Upper-Secondary Cycle

The upper-secondary cycle follows the syllabi set by the University of Cambridge Local Examinations Syndicate. Students sit for the Zambian School Certificate Examination or the G.C.E. "O" level examination at the end of Form V (grade 12). The Zambian School Certificate Examination is a group certificate requiring passes in subjects that vary according to the student's career path. Continual assessment is also used for practical subjects. Zambian universities generally require passes in five approved subjects.

Technical and Vocational Education

Zambia's technical training system is administered by the Department of Technical Education and Vocational Training (DTEVT). The department runs fourteen institutions, with its own staff of inspectors and curriculum advisors, who set examinations, and award diplomas, and advanced and craft certificates.

The DTEVT runs two types of institutions—trade-training institutes (TTIs) and higher institutes. The TTIs offer a two-and-a-half-year program with an additional year of work experience for the awarding of a certificate. The higher institutes offer both a two- and a one-and-a-half-year certificate course for technicians and a three- to four-year diploma course in technology. The diploma course is given at the Zambian Institute of Technology at Kitwe, the Northern Technical College, the Air Services Training Institute, the Evelyn Hone College of Applied Arts and Commerce, and the Kawiya Secretarial College. The National Institute of Public Administration, supervised by the Zambian prime minister's office, trains civil servants and magistrates. The mining companies also run their own technical and vocational institutions.

Other Vocational Training

Medical Assistant

Training is provided in a three-year program at Chinama Health Training Center.

Nursing

Training is provided at four schools located in Lusaka, Kitwe, Mulfulira, and Ndola.

Agricultural Training

Training is provided by the agricultural science departments of secondary schools; farm training centers and farm institutes run by the Department of Agriculture; the Chipembi and Kalarushi farm colleges, both run by missions; the Monze and Mpika colleges of agriculture; and the Institutes of Animal Health at Mazabuka, which run certificate courses for veterinary and tsetse-control assistants.

Teacher Training

Primary

The minimum qualification for entrance into primary teacher training colleges is Form III (grade 10). The colleges also accept untrained teachers from primary schools. Since 1976 lower- and upper-primary teacher-training courses have been merged to offer an integrated two-year primary course, although the home economics course still remains separate. The curriculum consists of basic educational theory, educational psychology, general methodology, and instruction in all the subjects studied in primary schools. About 75 percent of the training time is spent on methodology, and six weeks in both the first and second years are spent on teaching practice. The Primary Teacher Training College Examination includes writing a paper in English and completing mathematics administered through the colleges. Continuous assessment of teaching practice is also taken into account when deciding whether or not to award the certificate. (See sample document D for a copy of a Primary School Teacher's Certificate from the Department of African Education.)

Secondary

Entrance to secondary teacher training colleges requires the Zambian School Certificate or the G.C.E. The diploma course lasts for two years, and graduates of the colleges are equipped to teach at the junior-secondary school level (grades eight through ten). The University of Zambia also trains secondary teachers, particularly for the upper-secondary level (grades 11 and 12). The School of Education awards the degrees of Bachelor of Arts and Bachelor of Science in Education. Examination is by continuous assessment and a terminal examination.

Higher Education

Higher education is offered at two universities in Zambia. Admission requires the Zambian School Certificate or the G.C.E. "O" level with passes in five approved subjects. Passes achieved at the advanced level may result in exemption from some higher education requirements. Bachelor's degrees are awarded with distinction, merit, credit, and pass.

Universities

Copperbelt University

P.O. Box 21692, Kitwe; phone: (02) 212066, 212218, 212243; fax: (02) 212469. Established in 1987, the university was formerly known as the University of Zambia at Ndola.

Faculties: Academic and Industrial Science, Accounting and Finance, Architecture and Building, Science, Business Administration, Electrical Engineering, Mining, Planning, and Land Economy

Academic year: Three terms—January to mid-February, mid-March to early May, early June to early November

Admission requirements (first degree courses): Zambian School Certificate with passes in five approved subjects, or the G.C.E. with passes in five approved subjects at "O" level

Language of instruction: English

Degrees/Diplomas/Certificates awarded and duration of programs:

First degrees (higher degrees not offered):

Bachelor of Accounting (B.Ac.) (4 years)
Bachelor of Business Administration (B.B.A.) (4 years)
Bachelor of Science (B.Sc.) (5 years)
Bachelor of Architecture (B.Arch.) (5 years)

Diplomas (undergraduate):

Mine Survey Technology (1 year)
Mine Ventilation Technology (1 year)
Mining Metallurgy Technology (1 year)
Mining Technology (1 year)
Accounting (3 years)
Architecture (3 years)
Civil Engineering (3 years)
Land Surveying (3 years)
Marketing (3 years)
Production Management (3 years)
Town and Country Planning (3 years)

Higher diplomas:

Water and Highway Engineering (4 terms) (See sample document E for a copy of a certificate of a hydrologist from a UNESCO training course at the University of Zambia.)
Electronics (3 ½ years)
Industrial Electronics (3 ½ years)
Industrial Science (3 ½ years)
Telecommunication Technology (3 ½ years)

Certificates (undergraduate):

Construction (2 years)

Advanced certificates:

Electronics (2 ½ years)
Industrial Science (2 ½ years)
Mine Surveying (2 ½ years)
Mining (2 ½ years)
Mine Draughting Geology/Surveying (2 ½ years)

Mining Metallurgy (2 ½ years)
Small Scale Mining (2 ½ years)
Telecommunication Technology (2 ½ years)
Ventilation Technology (2 ½ years)

🕮 University of Zambia

P.O. Box 32379, Lusaka; phone: (01) 228950-1. Founded in 1965.

Faculties: African Development Studies, Agricultural Economics, Animal Sciences, Biology, Business, Chemistry and Biochemistry, Crop Sciences, Drama, Economics, Education, Engineering (Agricultural, Civil, Electrical, Mechanical, and Mining), Geography, Geology, History, Law, Library Studies, Literature and Languages, Mass Communication, Mathematics, Medicine, Metallurgy and Mineral Processing, Philosophy, Physics, Political and Administrative Studies, Psychology, Social Development Studies, Soil Sciences, Surveying, and Veterinary Medicine

Academic year: Three terms—December to February, March to May, May to August

Admission requirements: Zambian School Certificate with passes in five approved subjects, or the G.C.E. with passes in five approved subjects at the "O" level. A two-year diploma from a university or an associated college also satisfies the requirement. Mature-age entry is for 25-year-olds or older upon successful completion of a specified examination.

Language of instruction: English

Degrees/Diplomas/Certificates awarded and duration of programs:

First degrees:

Bachelor of Arts (B.A.) (4 years) (See sample document F for a copy of a Bachelor of Arts certificate with credit from the University of Zambia.)
Bachelor of Arts (in education) (4 years)
Bachelor of Arts in Library Studies (B.A.L.S.) (4 years)
Bachelor of Science in Library Studies (B.Sc.L.S.) (4 years)
Bachelor of Science (B.S.) (4 years)
Bachelor of Science (in education) (4 years)
Bachelor of Science (B.Sc.H.B.) (4 years)
Bachelor of Science in Nursing (B.Sc.N.) (4 years)
Bachelor of Science in Mass Communication (B.M.C.) (4 years)
Bachelor of Social Work (B.S.W.) (4 years)
Bachelor of Laws (L.L.B.) (4 years)
Bachelor of Agricultural Science (B.Agric.Sc.) (5 years)
Bachelor of Engineering (B.Eng.) (5 years)
Bachelor of Mining Science (B.Min.Sc.) (5 years)
Bachelor of Science in Land Economics (5 years)
Bachelor of Veterinary Medicine (B.Vet.Med.) (6 years)
Bachelor of Medicine and Bachelor of Surgery (M.B.Ch.B.) (7 years)

Higher degrees (admission requires first degree):

Master of Education (M.Ed.) (1 1/4 year full-time, 2 1/2 years part-time)
Master of Engineering (M.Eng.) (1 1/4 full-time, 2 1/2 years part-time)
Master of Mineral Science (M.Min.Sc.) (1 1/4 full-time, 2 1/2 years part-time)
Master of Laws (L.L.M.) (1 1/4 full-time, 2 1/2 years part-time)
Master of Arts (M.A.) (2 years full-time, 3 years part-time)
Master of Public Administration (M.P.A.) (2 years full-time, 3 years part-time)
Master of Science (M.Sc.) (2 years full-time, 3 years part-time)
Master of Medicine (M.Med.) (4 years part-time)
Doctor of Philosophy (Ph.D.) in all fields except agriculture, business, engineering, medicine, and mining (requires master's degree for admission) (2 years full-time, 3 years part-time)

Honorary degrees:

Doctor of Laws (L.L.D.)
Doctor of Literature (D.Lit.)
Doctor of Science (D.Sc.)

Diplomas (undergraduate):

Social Work (D.S.W.) (3 years)
Library Studies (D.L.S.) (2 years) (requires 2-year Certificate in Library Studies)
Adult Education (D.A.E.) (2 years)
Nursing Education (D.N.E.) (2 years) (after state registered nursing course and 2 years of work experience)

Diplomas (postgraduate):

Law (P.G.D.L.) (1 year)
International Law (P.G.D.I.L.) (1 year)

Certificates:

Adult Education (C.A.E.) (1 year) (requires 3 acceptable "O" levels, including English)
Public Health Nursing (C.P.H.N.) (1 year) (for registered nurses)
Law (C.Law) (1 year) (for special categories of public service officials like police, immigration officers, etc.)

Appendix A: Educational Ladder and Credentials Required

I. Educational Ladder

	Primary	Secondary		Tertiary								
		Junior	*Upper*									
Years of Education	1-7	8-10	11-12	13	14	15	16	17	18	19	20	21
	A	B	C1		D1	D2	E1	E2	E3	E4	G	F3
			C2		D2			F1	F2			G

Qualifications:

A Primary School Leaving Certificate
B Junior Secondary School Leaving Certificate
C1 G.C.E. or Zambian School Certificate
C2 Primary School Teacher's Certificate
D1 Secondary Teacher's Diploma
D2 Diploma in Social Work or Library Studies
E1 Bachelor's Degree
E2 Bachelor's Degree in Agriculture, Engineering, Mining, or Land Economics
E3 Bachelor's Degree in Veterinary Medicine
E4 Bachelor's Degree in Medicine
F1 M.Ed., M.Eng., M.Min.Sci., L.L.M.
F2 M.A, M.P.A., M.Sc.
F3 M.Med.
G Ph.D.

II. Credentials Required for Zambia*

Admission to:	Required Certificates, Diplomas, and Degrees:	Required Documentation:
I. Undergraduate (postsecondary) A. Freshman (first year)	-G.C.E. "O" level (showing at least five subjects passed) -Cambridge Overseas School Certificate (showing at least five subjects passed) -Zambian School Certificate (showing at least five subjects passed)	-Certificate listing subjects and marks earned
B. Transfer (possible advanced credit)	-G.C.E. "A" level-Registered Nurse's Certificate -Diploma in Teacher Education -Diploma in Social Work -Certificate in Library Studies -Several certificate/diploma courses given by Zambian Institute of Technology, Northern Technical College, Natural Resources Development College, National Institute of Public Administration, and Evelyn Hone College of Applied Arts and Commerce-National Certificate in Forestry	-Certificate listing subjects and marks earned -Record of courses and marks earned -Record of courses and marks earned, plus information as to the admission requirements
C. Unclassified/ Special	-Any of the above applicable	-As applicable
II. Graduate (advanced degree work) A. Master	-Bachelor's degree -Postgraduate diplomas	-Record of courses and marks earned
B. Ph.D.	-Master's degree	-Record of courses and marks earned
C. Unclassified/ Special	-Any of the above applicable -Ph.D.	-As applicable -Degree certificate; research report

*Source: *Foreign Educational Credentials Required for Consideration of Admission to Universities and Colleges in the United States*, American Association of Collegiate Registrars and Admission Officers, 1994

Appendix B: Sample Documents

UNIVERSITY OF CAMBRIDGE

LOCAL EXAMINATIONS SYNDICATE

This is to certify that the candidate named below, having been in attendance for the specified period at a school approved by the Syndicate, sat for a Joint Examination for the School Certificate and General Certificate of Education in 1962 and qualified for the award of a

SCHOOL CERTIFICATE IN DIVISION THREE

Incorporating a GENERAL CERTIFICATE OF EDUCATION. The candidate reached at least grade 8 in the subjects named and attained the standard of the G.C.E. Ordinary Level pass where this is indicated.

SAMPLE

OF CHIZONGWE SCHOOL
FORT JAMESON

	Grade	G.C.E. O. Level
ENGLISH LANGUAGE	8	
BIBLE KNOWLEDGE	8	
HISTORY	6	PASS
GEOGRAPHY	6	PASS
MATHEMATICS	6	PASS
GENERAL SCIENCE	6	PASS
HEALTH SCIENCE	5	PASS

SUBJECTS RECORDED 7
7457 6 GCE PASSES 5

Sample Document A

Copy of a G.C.E. "O" Level school certificate from the University of Cambridge

BEST COPY AVAILABLE

Nyasaland Protectorate

Education Department

Junior Secondary School Leaving Certificate

SAMPLE

This is to Certify that _____

of [illegible]

passed the Government Standard VIII Examination in the Year 1957

Certificate № 932

(sgd.) B. Moore

for Director of Education

Sample Document B

Copy of a Junior Secondary School Leaving Certificate

Nyasaland Protectorate

Colby School of Agriculture and Veterinary Science

SAMPLE

This is to Certify that _____

has completed the AGRICULTURAL INSTRUCTOR'S course of instruction. which he attended from APRIL, 1958 to APRIL, 1960 and successfully passed his examinations.

Signed /E. Watkinson
Principal

Date 11th April 1960

Signed M.F.H.Selby
Director of Agriculture

Date 6th April 1960

Cenificate № [illegible]106

Sample Document C

Copy of a vocational certificate from the Colby School of Agriculture and Veterinary Science

19

Zambia

Government of Northern Rhodesia

Department of African Education

PRIMARY SCHOOL TEACHER'S CERTIFICATE

SAMPLE

This is to Certify that

Name (in full) .....

Village ..... *District* .....

having completed the prescribed course of training at

.....

Qualified in 19 57 for the award of the Primary School Teacher's Certificate Grade T 4

T.E. Mills

Director of African Education.

Number 5792 *Date* 26th Nov, 1957.

Sample Document D

Copy of a Primary School Teacher's Certificate from the Department of African Education

Sample Document E

Copy of a certificate of a hydrologist from a UNESCO training course at the University of Zambia

21

Republic of Zambia

This is to certify that

Mr. .....

Participated in the UNESCO Hydrological training course and graduated as a class 111

HYDROLOGIST

SAMPLE

30

31

THE UNIVERSITY OF ZAMBIA

THIS IS TO CERTIFY THAT

SAMPLE

having satisfied the requirements for the award of the degree of

BACHELOR OF ARTS

With Credit

was admitted to the degree at a Graduation Ceremony held on the 19th day of November in the year 1988

Vice-Chancellor

Registrar

Sample Document F

Copy of a Bachelor of Arts certificate with credit from the University of Zambia

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